Department of Teacher Education
Multiple and Single Subject Credential Program Handbook

“Expanding minds. Engaging hearts. Enhancing communities.”

CSUB School of Social Sciences and Education Mission

The mission of the School of Social Sciences and Education is to address local, regional, and state needs by providing high quality undergraduate and graduate programs in the social sciences and education. We are committed to advancing human development knowledge, encouraging healthy and productive lifestyles, and enhancing the quality of life for all people, particularly those with emotional, learning, and physical disabilities. We pledge to prepare future leaders, professionals, and community advocates. Together, we will work toward increasing the community’s understanding and acceptance of complex social, racial, and gender issues and toward creating positive social change. We will provide students with excellent classroom instruction, faculty-guided research experiences, and experiential learning opportunities to prepare them for career success and for lifelong learning to meet the changing demands of society. The faculty and staff of the School of Social Sciences and Education are committed to supporting quality measures identified in the CSUB vision statement featuring faculty academic excellence and diversity, the student experience, community engagement, staff excellence and diversity, and organizational “best practices”.
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To the Credential Program Candidate:

We welcome you to our Teacher Education Programs at CSUB. Thank you for considering us as your "university of choice"! CSUB is accredited by the Western Association of Schools and Colleges (WASC). In addition, our credential programs have received accreditation from both the National Council for Accreditation of Teacher Education (NCATE) and California's Commission on Teacher Credentialing (CTC). We seek to provide you with the opportunity to become a highly effective professional in P-12 education. Our extremely qualified and approachable faculty and staff will assist you throughout the process. Our program is rigorous, but attainable and highly regarded by administrators in the field. We are here to offer assistance every step of the way, so please do not hesitate to ask for information to make your experience a rewarding one. We look forward to working with you and wish you great success at CSUB!

Sincerely,
The CSUB Teacher Education faculty and staff

Credential Program Faculty & Staff

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Chapter 1

School of Social Sciences and Education (SSE) Vision

The School of Social Sciences and Education will provide professional leadership to improve the quality of social life and education for the region through high-quality scholarship, educational offerings, and community partnerships. The School of Social Sciences and Education will be recognized as offering premier programs in the CSU system and will offer landmark programs recognized nationally and internationally.

Credential Program Goals

1. To empower candidates through a solid knowledge base for reflective decision-making and other educational tasks.
2. To promote an understanding about the contemporary role of the teaching profession and the organizational system of schools.
3. To help candidates implement culturally responsive pedagogy through effective instructional strategies to facilitate learning.
4. To foster the development of educators who engage in inquiry-based learning and teaching.
5. To enhance an understanding of human growth and development and cultivate an appreciation for cultural differences and global perspectives.
6. To integrate appropriate technology and utilize various communication skills effectively.
Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

Professional Collaboration
Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

Reflective Practitioner
Candidates are reflective, lifelong learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

Ethical Professional
Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

Student/Client Centered
Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

Professional Leader
Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

Professional Competence
Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

Disposition Assessment Appeal

Dispositions are integrated and assessed within programs at various transition points. Typically, candidates receive a copy of the dispositions when they meet with their advisors after filing an "intent to major" application. Candidates then complete a disposition self-assessment during the admission interview process. This helps candidates become familiar with department expectations and encourages reflection upon their own professional attitudes and behavior.

http://www.csub.edu/sse/teacher_education/_files/disposition_assessment.docx
**General Program Information**

**Application**
The application is available online and must be downloaded and submitted to the Credentials Office. The application can be found at:
http://www.csub.edu/sse/teacher_education/_files/MS%20SS%20program%20app.pdf

**Tuition/Fees**
Cost of Tuition: [http://www.csub.edu/finaid/cost/index.html](http://www.csub.edu/finaid/cost/index.html)
Program Application Fee: $30.00 (non-refundable)

The CSUB Office of Financial Aid and Scholarships administers a number of financial aid programs to enable students without adequate financial resources to attend classes. Funding for eligible applicants may include grants, loans, and scholarships. Please visit the CSUB Financial Aid & Scholarships home page at [www.csub.edu/FinAid](http://www.csub.edu/FinAid)

**Adding/Dropping/Withdrawing**
Students register for courses online through myCSUB: [http://www.csub.edu/](http://www.csub.edu/). Students are allowed to add or drop classes from their schedule through the third week of the quarter. To add or drop a course, download the Add/Drop form at: [http://www.csub.edu/sse/teacher_education/_files/add_drop.pdf](http://www.csub.edu/sse/teacher_education/_files/add_drop.pdf). Students are required to withdraw from classes they are not attending. Failure to do so will result in a grade of “WU” and will be calculated into the GPA as an “F”. To withdraw from the term after the third week of instruction, download the Withdrawal form at: [http://www.csub.edu/sse/teacher_education/_files/withdrawl_term.pdf](http://www.csub.edu/sse/teacher_education/_files/withdrawl_term.pdf).

**Coursework**
Coursework information and sequencing can be found here:
- Multiple Subject: [http://www.csub.edu/sse/teacher_education/programs/multiple_subjects/index.html](http://www.csub.edu/sse/teacher_education/programs/multiple_subjects/index.html)
- Single Subject: [http://www.csub.edu/sse/teacher_education/programs/single_subject/index.html](http://www.csub.edu/sse/teacher_education/programs/single_subject/index.html)

**Scholastic Expectation (Program G.P.A.)**
Classified Post-Baccalaureate or Graduate students must maintain a minimum 3.0 (“B”) cumulative GPA. Students performing below this standard will be placed on academic probation. Students who fail to correct deficiencies within a reasonable time period will be suspended. No course with a grade lower than “C” may apply toward the fulfillment of credential requirements.

**Candidate Dismissal Policy**
The CSUB Credential Programs provide opportunities for candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help candidates develop these competencies. If a candidate is not developing competencies required for recommendation for a credential, it may be necessary to take corrective action(s) as dictated by departmental and institutional policies, CSU Executive Orders, and CTC guidelines. If the corrective action does not lead to the necessary competence, it may be necessary to dismiss the candidate from the credential program after the due process is exhausted.

**Time Limit to Complete Requirements**
The California Administrative Code, Title 5, Education, states that all the requirements for a credential be completed within a seven-year period. With outdated requirements (generally, courses) the candidate may
complete a Petition form for an extension of the time limit or substitution of other appropriate courses, but is not guaranteed that the extension or courses will be accepted. Extensions for required tests are not available.

**Non-Active Status**
Graduate or post-baccalaureate students who have been absent from the program for three consecutive quarters will be reclassified in a non-active student status. All students who have been reclassified in a non-active student status must submit a new application for admission to the university and the program and pay the non-refundable application fees.

**LiveText**
Students need to have personal access to a computer and the Internet in order to complete classes. Students must purchase and use LiveText (standard edition) to complete and submit signature assignments. Specify CSUB when you sign up so you will have access to CSUB templates, etc. When selecting a name, use your myCSUB username as your LiveText account name. LiveText training videos are included within the program after software purchase. LiveText can be found at: [https://www.livetext.com/](https://www.livetext.com/)

**Blackboard**
Some course work will be completed using Blackboard E-learning services. Be sure to back up all of your work from each course; coursework will not be available to students after the end of the course. Additional Blackboard information can be found at: [http://www.csueb.edu/tlc/tech_assistance/blackboard_home/](http://www.csueb.edu/tlc/tech_assistance/blackboard_home/)

**Application for Credential**
Completion of coursework, including student teaching, does not guarantee a credential. Candidates must be recommended for a credential based upon satisfactory completion of the Teacher Performance Assessment (TPA) in addition to satisfying other CCTC requirements and criteria. The University, through the Department of Teacher Education, makes the recommendation for issuance of a credential upon review of a candidate's file and application for the credential.

The Preliminary Credential is valid for five (5) years. During this time the Teacher Candidate must complete a teacher induction program in order to satisfy the requirements for the Professional Clear Teaching Credential.

Application and checklist to apply for credential: [http://www.csueb.edu/sse/credentials/_files/cred%20app_ms_ss.pdf](http://www.csueb.edu/sse/credentials/_files/cred%20app_ms_ss.pdf)

**CSUB Private School Student Teaching Policy**
Private school teachers who are employed as the teacher of record wishing to use their current teaching assignment as part of the supervised field experience must get approval from the CSUB Teacher Education Department to student teach in a private school setting. The school must be accredited by WASC, the Western Association of Schools & Colleges, a 501(c) (3) organization that is recognized as one of six regional associations that accredit public and private schools, colleges, and universities in the United States. If the accredited private school is within the geographic area served by CSUB, the teacher at a private school may request to enroll in one quarter of student teaching and complete the required activities at the private school.

The private school is required to have a current Memorandum of Understanding (MOU) with CSUB. The multiple subject teacher candidate must teach in a self-contained classroom for the full school day. The single subject teacher candidate must teach full day in their content area with no more than one prep period. The private school will ensure the candidate is supported by a qualified cooperating teacher. The candidate’s assigned class must include at least one identified EL student and one identified special needs student with an IEP, 504 plan or GATE identification.
Chapter 2

**Intern Program Information**

The Intern Program is an alternative pathway toward earning a California preliminary teaching credential. Interns typically teach full time during the day and take classes at night. Coursework is integrated throughout the program and is designed to be an integral part of the teacher’s daily work. The Intern credential track is for students who have been offered full-time teaching employment with a district that has an Intern agreement with CSU, Bakersfield. An Intern credential is issued for a two-year period of time. Our Intern program allows individuals to complete their teacher preparation coursework concurrent with a paid teaching position. All Intern candidates in this program must be employed by the district as the full-time teacher of record in a multiple subject, single subject or special education classroom. An Intern credential authorizes the same service at the same levels as the regular credential authorizes. As an Intern you are required to perform all faculty duties assigned, including those preparatory to the beginning of school, to the same degree as a fully certified teacher in the same school. You must meet the ethical, legal, and other professional standards expected of credentialed teachers. This program provides teacher preparation coursework and support from college and district faculty. Completion of the CSUB Intern credential program results in the same credential as is earned through the traditional teacher preparation program. Intern candidates are required to enroll and stay active in credential courses each quarter. An Intern credential shall be valid only as long as the holder is in good standing in the teacher Intern program and their employing district. Failure to comply could result in dismissal from the program and revocation of your intern credential. Inactivity could also result in being held to new program requirement and/or standards.

**What are the requirements to be qualified as an Intern?**

- Admitted to CSU, Bakersfield.
- Admitted to and in good standing with the CSUB Credential Program.
- Verification of employment (copy of contract or letter of intent to employ) from a school district that has a current internship agreement with CSUB with a minimum of 3 class periods and that aligns with the subject area of the credential being sought.
- Verification of Degree from accredited College or University (degree must be posted on your transcript from graduating institution).
- Verification of 100% Subject Matter Competency: passage of CSET in your subject area or subject matter waiver letter (single subject only).
- Verification of CBEST or Basic Skills Exam.
- U.S. Constitution course or exam (posted to transcripts or copy of exam).
- Verification of fingerprint clearance: Valid Certificate of Clearance or Substitute Teaching Permit posted on the CTC website: www.ctc.ca.gov.
- Pre-service: Completion of 120 hours of pre-service including classroom management and planning, developmentally appropriate teaching practices, pedagogy and communication skills, including reading with 45 of these hours in Teaching English Learners. Contact our office for verification of your hours.
- Completion of all intern application forms (attached).
- ADVISING: Intern advising must be completed prior to the issuance of your intern credential.
- $30 Services Fee
- Verification of Support Management System (SMS) registration fee.
What is Pre-Service? Pre-Service develops skills and knowledge required prior to entering the classroom as the teacher of record, delivered in a sustained, intensive and classroom-focused manner. The Pre-Service includes a minimum of 45 hours of EL training plus a combination of skills that include behavior management, pedagogy, communication, and instruction that addresses all Commission-adopted standards for the preparation program.

**Intern Protocol and Guidelines**

Intern teaching assignments must correspond to the subject area in which the Intern is seeking a credential. Interns with a 1/2 or 3/5 time teaching assignment in their subject area and another core subject must meet the 32 semester/45 quarter unit (degree authorization/CSET) requirement in the subject that does not correspond to their credential emphasis.

Interns in assignments that do not correspond to the credential sought (e.g., Single Subject teaching assignment but seeking a Multiple Subjects credential, etc.) will be notified immediately and advised that their teaching assignment does not meet the student teaching requirement for the credential being sought. (Both district and Intern will be notified.)

Assignment must include instructional access to at least one identified EL student and one identified special needs student with an IEP, 504 plan or GATE identification.

Multiple Subject Interns must be in a self-contained classroom and teach a minimum of 3 different core subject areas (math, science, social studies, English). ELD and Read 180 are considered English.

Single Subject Interns must teach a minimum of three periods in subject area in which Intern is seeking a credential.

If your assignment changes during your employment as an intern, you MUST contact our office for approval PRIOR to accepting the new assignment. For example: You were going to teach Kindergarten but the school would like to reassign you to teach 6th grade.

**Non-re-elect Interns**

Interns who receive a notice of non-re-elect may convert to the traditional program if doing so does not extend their program requirements. If the Intern course of study will be extended, or if the Intern is one quarter away from completing the program, the Intern will be allowed to remain in his/her current course of study.

**Interns not meeting Intern program requirements**

Interns may experience difficulty in planning, instructional practice, and/or classroom management. When a Mentor, Administrator, or University Supervisor notices an Intern Candidate is experiencing difficulty, s/he will discuss the issue with the candidate. If there a lack of progress, an Improvement Plan will be initiated by the University Supervisor.

Interns who do not meet program requirements (e.g., not attending seminars, not meeting with peer coach, not meeting GPA requirements, not enrolled in or satisfactorily meeting course requirements) will be notified in writing by the program director/department chair that they are in violation of their program agreement and will have their intern credential revoked if the stated requirement(s) are not met in a timely manner. Notification will be sent to the district (district intern director and appropriate administrator) and county personnel offices.
Interns working under CSUB Intern credential but taking coursework elsewhere

In those instances where an Intern is employed under a CSUB Intern credential but taking coursework from another IHE, the Intern will be advised to apply for a change of restriction reflecting the appropriate IHE. The program director/department chair will notify the school district and county personnel office in writing that the Intern is no longer participating in the CSUB Intern program and a withdrawal notification will be submitted to the Commission on Teacher Credentialing.

What are the University Coursework Requirements?

Intern coursework may vary from the traditional program coursework. You are required to make an appointment with your program advisor to complete an Intern Credential program plan of study. In addition to the traditional program coursework, the new state standards require interns to enroll in specific Intern seminars and/or Intern Teaching EVERY quarter while holding an intern credential. Failure to be registered will result in revocation of your Intern credential.

It is imperative that Intern candidates meet with their advisor to complete an Intern Program Advisement Form prior to beginning classes even if you have already completed a Traditional Program Advisement Form as coursework may vary slightly.

SMS Support and Supervision Hours

CTC Program Sponsor Alert 13-06 provides information on required hours of support and supervision for all Interns. A minimum of 144 hours of support and supervision must be provided to each Intern teacher per school year (approximately 4 hours per week). In addition, a minimum of 45 hours of support and supervision related to English Learners must be provided to each Intern teacher per school year (approximately 5 hours per month) for those Interns who do not have a valid CLAD or English Learner Authorization. This increase in hours of support and supervision applies to Interns who receive their Intern Credential on or after April 1, 2014.

Minimum number of hours required to be logged in the KCSOS Support Management System (SMS):

<table>
<thead>
<tr>
<th></th>
<th>TOTAL HOURS REQUIRED (PER YEAR)</th>
<th>INTERN &amp; MENTOR COMBINED (Per Year)</th>
<th>UNIVERSITY (Per Year)</th>
<th>INTERN &amp; MENTOR COMBINED (CSUB Qtr.)</th>
<th>UNIVERSITY (CSUB Qtr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Support and Supervision</td>
<td>144</td>
<td>120</td>
<td>24</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>EL Specific Support and Supervision</td>
<td>45</td>
<td>30</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Total Support and Supervision Hours</td>
<td>189</td>
<td>150</td>
<td>39</td>
<td>50</td>
<td>13</td>
</tr>
</tbody>
</table>

Policy Regarding Tracking and Completion of Hours

It is the responsibility of the Intern to attend and engage in the scheduled activities, seminars, workshops, etc. provided by the School/School District, the Mentor, and University Supervisor to meet the required hours. If the Intern fails to attend and stay on track, the Intern and District Administrator will be notified by the CSUB Intern Credential Program. The Intern will be required to complete the additional hours the following quarter. If the
hours are not met the following quarter, the Intern will be dropped from the Intern Credential Program and the Commission on Teacher Credentialing will be notified to suspend the Intern Credential. Interns must be fully enrolled in an Intern Teaching course until all of the requirements listed below have been satisfied. A signed contract with a school district does not make an intern eligible to continue teaching, unless intern has completed all Preliminary Credential requirements and has submitted application for Preliminary Credential or is enrolled in an Intern Teaching course (EDEL 445 or 446 or EDSE 592 or 593). Check add/drop deadlines on CSUB Academic Calendar.

Once you have successfully completed the CSUB Intern credential program including all coursework, seminars, exams, TPAs and support hours you will be eligible to apply for your California Preliminary Teaching Credential. Applications are available at: http://www.csub.edu/sse/credentials/_files/cred%20app_ms_ss.pdf. In addition to the completion of all intern coursework and requirements, you must also have completed the following:

- Bachelor’s Degree from a regionally-accredited college or university: copy of official college transcript. (CSUB graduates DO NOT need to submit)
- Passage of CSET or appropriate Subject Matter Waiver signed by the Department Chair of your major (Single Subject candidates only).
- Successful completion of all teacher preparation program coursework, including student teaching or Internship coursework. Please be advised that we cannot process your application prior to the grades being posted on your CSUB transcript.
- CBEST: copy of official scores.
- U.S. Constitution: Course (copy of official transcripts) or exam (copy of certificate).
- CTAP Level I computer technology: course or equivalent certification.
- Passage of the four CalTPA tasks.
- Current CPR certification, covering “Infant, Child & Adult”. Attach a copy, front and back, of your valid CPR card that meets the criteria of the American Heart Association or the American Red Cross. Online CPR certification is NOT accepted unless you can provide verification of having completed a recently expired face-to-face course. CPR
- RICA: required for Multiple Subject Candidates only: copy of official passing scores.
- Verification of CSU Exit Survey. Attach a copy of survey completion page. Survey

Contact Information:

Bakersfield Campus:
Jayme Barton, 661/654-3075 or jbarton5@csub.edu

Antelope Valley Campus:
Eric Anderson, 661/952-5083 or eanderson@csub.edu
Chapter 3

*Co-Teaching and Fieldwork Requirements*

**Co-Teaching is an Attitude…**

An attitude of sharing the classroom and students

**Co-Teachers must always be thinking**

We're Both Teaching!

What is Co-Teaching?

Co-Teaching is defined as two teachers (Cooperating Teacher and Teacher Candidate) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

Data show Co-Teaching is a way…

- to build stronger connections between universities and school partners;
- to provide both support and professional development for Cooperating Teachers;
- to increase opportunities for placements;
- to better meet P-12 student needs;
- for Teacher Candidates and Cooperating Teachers to build strong relationships;
- for Teacher Candidates to have more opportunities to teach;
- for Teacher Candidates and Cooperating Teachers to enhance their communication skills;
- to induct and mentor Teacher Candidates.

Why Co-Teach?

- Increases instructional options for all students.
- Addresses diversity and size of today's classrooms.
- Increases instructional options for all students.
- Enhances classroom management.
- Provides mentoring and guidance throughout the experience.
- Creates an opportunity to plan, teach and evaluate as a team.
- Helps develop knowledge, skills and dispositions for teaching.
- Improves the academic performance of students in the classroom.

Co-Teaching Strategies

- One Teach, One Observe – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.
• One Teach, One Assist – One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Often lending a voice to students or groups who would hesitate to participate or add comments.

• Station Teaching – the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.

• Parallel Teaching – Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.

• Supplemental – This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.

• Alternative (Differentiated) – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the instructional methodology is different.

• Team Teaching – Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Co-Teaching Guidelines

• All Cooperating Teachers must be trained on co-teaching.
• All Cooperating Teacher—Teacher Candidate pairs must complete the pairs training offered within the first week of placement. This is an important component in promoting a professional relationship.
• Cooperating Teachers and Teacher Candidates must commit to co-planning one hour each week (via Skype, Face Time, Google Hangouts, or in person).
• For no less than 25% of the placement, each Teacher Candidate will lead the planning, organization, delivery and assessment of instruction in a co-taught classroom. Teacher Candidates will also be responsible for directing other adults, including the Cooperating Teacher, thus learning the skills necessary for effectively managing the human resources in a classroom.
• Cooperating Teachers need not leave their rooms during the placement.
• Two to three of the five lessons will be observed by University Supervisors using the Co-Teaching Strategies.

Co-Teaching will not happen without planning. Pairs are encouraged to complete the following:
• Designate a co-planning time. This time is used to determine what co-teaching strategies will be used and how you will teach collaboratively. You will be responsible for additional planning beyond this planning time; the focus is planning for co-teaching.
• Try each co-teaching strategy.
• Adjust the lead role. Lead of the planning shifts from Cooperating Teacher (early in the experience) to the Teacher Candidate as the experience progresses.
Teacher Candidate Responsibilities

- Submit a Placement Form in the Credentials Office by week five the quarter prior to enrolling in Student Teaching/Co-Teaching.
- Attend the Orientation Session, the Pairs Training, and three additional seminars each quarter.
- Attendance is critical to success. Teacher Candidates who have more than 2 absences will receive no credit for Co-Teaching.
- If district approved, Teacher Candidates may substitute for their Cooperating Teacher if they receive permission from the University Supervisor.
- Maintain a Co-Teaching binder that will conform to program guidelines. The University Supervisor will review the binder during each visit.
- Know your content and be a continuous learner; be enthusiastic and show initiative.
- Know and implement Co-Teaching strategies.
- Carefully plan each lesson and include appropriate standards and learning goals. Submit to the Cooperating Teacher for approval 3 days prior to teaching.
- Dress appropriately and conduct yourself in a professional manner.
- Introduce yourself to team members and school personnel.
- Ask questions and discuss issues professionally. Share ideas and work collaboratively; be flexible.
- Assist with all responsibilities (record keeping, grading, yard duty, etc...).
- Be proactive in initiating communication with your triad members.
- Demonstrate respectful interactions and behaviors.
- Accept feedback and put suggestions for improvement into practice.
- Commit to a minimum of one hour per week of co-planning. Maintain the weekly co-planning sheet (return to your University Supervisor at the end of co-teaching or send to CSUB with envelope provided).

Cooperating Teacher Criteria

- Possess at least three years of teaching experience and tenure in the district.
- Maintain an on-going successful record of teaching excellence.
- Maintain current knowledge of subject matter methodology, standards, and assessment practices.
- Be willing to share expertise, materials, and classroom with a Teacher Candidate.
- English Learner Authorization

Cooperating Teacher Responsibilities

- Help the Teacher Candidate feel comfortable and welcome.
- Review school policies and procedures.
- Encourage Teacher Candidate to get involved in school activities.
- Assist the candidate in developing standards based lessons.
- Know and implement the co-teaching strategies.
- Mentor and guide the Teacher Candidate through observation and constructive feedback. Complete three formal observations and submit copies to the University Supervisor.
- Model effective teaching strategies and professional behavior.
- Be flexible; allow the Teacher Candidate to try new ideas.
Communicate expectations and maintain consistency and accountability.
Attend Co-Teaching Training (once) and Pairs Training with Teacher Candidate.
Commit to a minimum of one hour of co-planning with Teacher Candidate per week.
Assist Teacher Candidate in maintaining the co-teaching planning sheet.

University Supervisor Criteria

- Master's Degree in Education
- Record of teaching excellence
- Proficiency in basic technology
- Participate in Co-Teaching training and activities
- Maintain current knowledge of subject matter methodology, standards, and assessment practices.
- Be willing to mentor and share expertise with a Teacher Candidate.
- English Learner Authorization

University Supervisor Responsibilities

- Provide a systematic and consistent presence during the Co-Teaching experience.
- Maintain knowledge of current standards, frameworks, and assessment practices.
- Be knowledgeable in, provide, and promote co-teaching information and strategies to Cooperating Teacher and Teacher Candidate.
- Discuss the Co-Teaching expectations with the Cooperating Teacher and/or Administrator.
- Complete a minimum of five classroom observations during the co-teaching experience, weekly visits are encouraged.
- Facilitate positive interactions between the Cooperating Teacher and Teacher Candidate.
- Schedule three-way conferences at the beginning and end of the experience.
- Set clear expectations; be honest about a Teacher Candidate's performance.
- Handle difficult situations that may arise.
- Review the Teacher Candidate's lesson plans and provide written responses if necessary.
- Review co-teaching planning sheets during each visit.
- Schedule observation conferences (virtual or face to face) and seminars with the Teacher Candidate.
- Assist the Teacher Candidates in self-reflection and evaluation of their teaching.
- Provide, upon request, a letter for the candidates' placement file (if you so choose).

Co-Teaching Information

Improvement Plan

Candidates who do not demonstrate proficiency in the Teaching Performance Expectations (TPEs) will receive no credit for co-teaching and will be required to repeat the course. If school district personnel formally request that a Teacher Candidate be removed from a student teaching placement, the Credential programs faculty must immediately comply with this request. In these cases, candidates may be placed on probation or be dropped from the program. Candidates are allowed to repeat Co-Teaching a maximum of two times in different school settings.
Some Teacher Candidates may experience difficulty in planning, instructional practice, and/or classroom management. When a Cooperating Teacher, Administrator, or University Supervisor notices a Teacher Candidate is experiencing difficulty, s/he will discuss the issue with the candidate. If there a lack of progress, an Improvement Plan will be initiated by the University Supervisor.

**Digital Professionalism**

Teacher candidates are not permitted to utilize cell phones in the classroom for activities other than within the instructional setting. Teacher Candidates may not document any part of their Co-Teaching experience via social media. Teacher Candidates are encouraged to maintain a professional presence on social media. A lack of digital professionalism may result in dismissal from the credential program.

**Dress Code**

The Credential program requires that Teacher Candidates dress professionally, even when the school has a relaxed dress code. A Teacher Candidate may be removed from a classroom for inappropriate dress. Jeans and shorts are not to be worn to school without approval of your University Supervisor. Tattoos are not to be visible; facial piercings and tongue studs are not to be worn during Co-Teaching.

**Supervisor Visits**

It is the responsibility of the Teacher Candidate to arrange for a table and a chair for the University Supervisor during the visits. This place should include the Co-Teaching Binder and should not distract from instruction.

**Professional Development Days**

If the district has Professional Development opportunities (e.g. Professional Learning Communities, staff meetings, conferences) check with the Cooperating Teacher or Administrator to determine if attendance is appropriate. Most districts welcome the participation of Teacher Candidates in professional development activities. If Teacher Candidates do not attend the Professional Development, then they must spend the time in the classroom preparing for instruction.

**Reporting Child Abuse**

The state mandates that suspected child abuse be reported. If Teacher Candidates suspect child abuse, they should talk to the teacher. The teacher is responsible for this and will provide guidelines for reporting. Teacher Candidates should never take it upon themselves to report an incident without speaking to the Cooperating Teacher and Site Administrator.

**Privacy of Personal Information-Confidential Records**

Teacher Candidates must abide by prescribed confidentiality and privacy guidelines including pupils' records. Such records and information are to be held in strictest confident under the Family Educational Rights and Privacy Act and the California Education Code and shall not be disclosed to third parties.
Co-Teaching Binder

The binder is an excellent resource for the future; it is also a communication tool between the Teacher Candidate and the University Supervisor. The binder will be read, responded to, and initialed by the University Supervisor during each visit. It should not contain personal information.

Guidelines for your binder:

A two-inch, three-ring binder, with labeled index dividers is required. Each section of the binder should be easily accessible. The following sections should be labeled on each divider:

1. Information
   a. Schedule(s), seating charts, emergency procedures, class letters and school/district policies

2. Lesson Plans
   a. Daily Lesson Plans
   b. Weekly Plans and/or Co-Teaching Plans

3. Daily Reflective Journal
   a. Date each daily journal entry
   b. Reflections may guide discussions between the University Supervisor and the candidate.

4. Samples of Student Work
   a. Grades (by subject or period)

5. Evaluations
   a. Include copies of all observations and evaluations.

The University Supervisor will check the binder on their first visit to the classroom to ensure that it is set up according to the guidelines.

Evaluation of the Supervisor

Teacher Candidates will be asked to complete an evaluation of the University Supervisor at the end of the quarter.

Fieldwork Requirements

Teacher Candidates will spend 20 hours during Stage 1 and one full instructional day during Stage 2 in assigned fieldwork. Fieldwork assignments are integrated into the assigned courses and are required to pass each course. Candidates are placed based upon district collaborative selection. Questions regarding fieldwork placements should be directed to the Field Placement Coordinator.
Chapter 4

University Procedures and Information

Civility and Respectful Conduct

The classroom is essential for the achievement of academic freedom, the pursuit of truth, and the development of students. Because of its importance, students are expected to exhibit respect for the views of others, the professionalism of the instructor, and the goals of academic freedom whenever they are in the classroom.

Faculty members are obligated to recognize and respect student diversity, ideas, perceptions, and opinions. At the same time, faculty have a fundamental responsibility to maintain the integrity of the learning environment. When confronted by unreasonable disruption in the classroom, faculty are expected to initiate actions to correct such conditions. Such actions may result in disciplinary action ranging from removal from the classroom to formal disciplinary sanctions, including probation, suspension, or expulsion.

Services for Students with Disabilities

On the Bakersfield campus, to request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to the instructor during office hours as soon as possible so you can discuss the specific accommodations needed in the class.

On the Antelope Valley campus, to request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in Bldg. 200, and they may be reached at 661-952-5061 (voice) or 661-952-5120 (tdd). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to the instructor during office hours as soon as possible so you can discuss the specific accommodations needed in the class.

California State University, Bakersfield attempts to guarantee access to all classes by all students. Students can find CSUB's accessibility policies and services by going to the website for the Office of Services for Students with Disabilities. In addition, E-Learning Services at CSUB has its own policy for guaranteeing access to students in online classes:

"California State University, Bakersfield is committed to providing equal access to Web-based information for people with disabilities. This is in accordance with Section 504 of the 1973 Rehabilitation Act, Section 508 of the Rehabilitation Act Amendment of 1998 and the 1990 Americans with Disabilities Act, and Executive Order 926 of California State University."

To achieve the goal of universal accessibility, CSUB uses Blackboard as its Learning Management System (LMS), the first LMS to receive the Nonvisual Accessibility Gold Certification by The National Federation of the Blind. Students can read more about Blackboard's guarantee of accessibility and its accessibility programs at its website.
Academic Integrity

There are certain forms of conduct that violate the university's policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the submission of the same, or essentially the same paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses. Source: 2013-2015 CSUB Catalog, p.85.

Student Complaint and Grievance Procedures

The policy and procedures for filing a complaint and/or grievance deal only with individual student complaints and/or grievances against the actions and/or decisions of faculty, academic administrators, or staff professionals. The complaints and/or grievances may concern but are not restricted to (1) an assigned final course grade, (2) administration of records, (3) admission to a program, or (4) requirements for program completion. Group grievances are not permitted. Complaints and/or grievances will not involve allegations of dishonesty or abuse of professional responsibility as such allegations fall strictly under formal university disciplinary proceedings. Procedures for redress of grievances must protect the respondent against unsubstantiated and false charges of bias or unfairness. Therefore, in a grievance there is a presumption that procedures have been fairly followed. It is the responsibility of the grievant to demonstrate otherwise. The final responsibility for assigning or changing a student's record rests solely with the faculty, academic administrators, or staff professionals.

Complaint Procedures: (A) Before resorting to a grievance, a student shall exhaust all complaint procedures at the department/school level. (B) The student shall first address the complaint with the concerned faculty, academic administrator, or staff professional. If the complaint is not resolved at this level, the student should then meet with the program director and/or department chairperson. (NOTE: It is acceptable for the program/department to have in place a committee that hears/reviews complaints and submits its findings/recommendations to the program director/department chairperson prior to the student meeting with the program director and/or department chairperson.) (C) If the complaint is not resolved with the program director/department chairperson, the student should meet with the school Dean. (D) If the complaint is still unresolved after meeting with the school Dean, the student may then, and only then, file a written grievance with the Office of the Academic Vice President within a period of seven (7) working days following the date the above complaint procedures were concluded.
**Chapter 5**

*Program Documents*

**TEACHING PERFORMANCE EXPECTATIONS**

<table>
<thead>
<tr>
<th>A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 1A: Specific Pedagogical Skills for Subject Matter Instruction</td>
</tr>
<tr>
<td>Teaching Reading-Language Arts in a Multiple Subject Assignment</td>
</tr>
<tr>
<td>Teaching Mathematics in a Multiple Subject Assignment</td>
</tr>
<tr>
<td>Teaching Science in a Multiple Subject Assignment</td>
</tr>
<tr>
<td>Teaching History-Social Science in a Multiple Subject Assignment</td>
</tr>
<tr>
<td>TPE 1B: Subject - Specific Pedagogical Skills for Single Subject Teaching Assignments</td>
</tr>
<tr>
<td>Note: TPE1B addresses each of the thirteen statutory single subject content areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. ASSESSING STUDENT LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 2: Monitoring Student Learning During Instruction</td>
</tr>
<tr>
<td>TPE 3: Interpretation and Use of Assessments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 4: Making Content Accessible</td>
</tr>
<tr>
<td>TPE 5: Student Engagement</td>
</tr>
<tr>
<td>TPE 6: Developmentally Appropriate Teaching Practices</td>
</tr>
<tr>
<td>TPE 6A: Developmentally Appropriate Practices in Grades K-3</td>
</tr>
<tr>
<td>TPE 6B: Developmentally Appropriate Practices in Grades 4-8</td>
</tr>
<tr>
<td>TPE 6C: Developmentally Appropriate Practices in Grades 9–12</td>
</tr>
<tr>
<td>TPE 7: Teaching English Learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 8: Learning about Students</td>
</tr>
<tr>
<td>TPE 9: Instructional Planning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 10: Instructional Time</td>
</tr>
<tr>
<td>TPE 11: Social Environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. DEVELOPING AS A PROFESSIONAL EDUCATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 12: Professional, Legal, and Ethical Obligations</td>
</tr>
<tr>
<td>TPE 13: Professional Growth</td>
</tr>
</tbody>
</table>
California State University, Bakersfield

Field Experience Evaluation

Directions: This evaluation is completed in EDEL 460 and 463 (MS) and EDSE 532 and 535 (SS). The candidate provides the form to the cooperating teacher at the beginning of the quarter. The candidate collects the form in a sealed envelope (cooperating teachers signature across the seal) and submits the form to the course instructor by the due date as indicated in the course syllabus.

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>ID#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher:</td>
<td>School/District:</td>
</tr>
<tr>
<td>Courses:</td>
<td>Grade Level/Content Area:</td>
</tr>
<tr>
<td>Course Instructor:</td>
<td>Date:</td>
</tr>
<tr>
<td>Campus (circle one):</td>
<td>Program (circle one):</td>
</tr>
</tbody>
</table>

### Teaching Performance Expectations

<table>
<thead>
<tr>
<th>1. Specific Pedagogical Skills for Subject Matter Instruction</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate appropriate content area knowledge</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>• Use a variety of instructional strategies appropriate to the various content areas</td>
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</tbody>
</table>

| 2. Monitoring Student Learning During Instruction | |

| 3. Interpretation and Use of Assessments | |

| 4. Making Content Accessible--Vary instructional strategies | |

| 5. Student Engagement -- Ensure participation of all students | |

| 6. Developmentally Appropriate Teaching Practice | |

| 7. Teaching English Learners (ELD/SDAE Strategies) | |

| 8. Learning About Students (academic, social, and emotional development) | |

| 9. Instructional Planning | |

| 10. Instructional Time allocated to maximize student achievement | |

| 11. Social Environment—Positive Climate for Learning | |

| 12. Professional, Legal, and Ethical Obligations | |
|-------------------------------------------------|--------|-----------|----------------|--------------|
| • Dress neatly and professionally                |        |           |                |              |
| • Display enthusiasm for teaching                |        |           |                |              |
| • Modify behavior after constructive criticism   |        |           |                |              |
| • Appropriately manage own professional time (including arrival & departure from school, planning & prep time, etc.) |        |           |                |              |
| • Use correct English Grammar                    |        |           |                |              |
| • Demonstrate Professional Ethics and models ethical behavior for students |        |           |                |              |

| 13. Professional Growth | |
|-------------------------|--------|-----------|----------------|--------------|
| • Improve own teaching practices by engaging planning, teaching, and reflecting |        |           |                |              |

Comments:

Thank you for allowing the CSUB Credential Candidate to complete fieldwork in your classroom. Please complete this evaluation tool as evidence of the candidate’s fieldwork proficiency. You only need to evaluate those TPEs that were directly observed. Please return the evaluation in a sealed envelope with your signature across the seal to the candidate.

Cooperating Teacher Signature: ___________________________ Date: __________________
California State University, Bakersfield

Co-Teaching / Student Teaching Evaluation

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>School</th>
<th>Quarter &amp; Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Teacher:</td>
<td>District:</td>
<td>Grade Level</td>
</tr>
<tr>
<td>Supervisor:</td>
<td>Course:</td>
<td>Final</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making Subject Matter Comprehensible to Students</th>
<th>Outstanding</th>
<th>Strong</th>
<th>Competent</th>
<th>Weak</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Specific Pedagogical Skills for Subject Matter Instruction</td>
<td>( )</td>
<td>( )</td>
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</tr>
<tr>
<td>- Demonstrate Appropriate Content Area Knowledge</td>
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<tr>
<td>- Strategically plan and schedule instruction to ensure that students meet or exceed the standards.</td>
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<tr>
<td>- Use a variety of Instructional Strategies appropriate to the various content areas.</td>
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</tbody>
</table>

**Cite Specific Evidence or Examples from Instruction:**

<table>
<thead>
<tr>
<th>Assessing Student Learning</th>
<th>Outstanding</th>
<th>Strong</th>
<th>Competent</th>
<th>Weak</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Monitoring Student Learning During Instruction</td>
<td>( )</td>
<td>( )</td>
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<tr>
<td>- Monitor student progress at key points.</td>
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<tr>
<td>- Pace instruction and re-teach based on evidence.</td>
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<tr>
<td>- Anticipate, check for, and address common student misconceptions and misunderstandings.</td>
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</tbody>
</table>

**Cite Specific Evidence or Examples from Instruction:**

<table>
<thead>
<tr>
<th>Engaging and Supporting Students in Learning</th>
<th>Outstanding</th>
<th>Strong</th>
<th>Competent</th>
<th>Weak</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Making Content Accessible</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
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<tr>
<td>- Use instructional materials to teach State Academic Content Standards</td>
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<tr>
<td>- Explain content clearly, reinforce in multiple ways</td>
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<tr>
<td>- Vary instructional strategies according to purpose and lesson content.</td>
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<tr>
<td>- Develop student skills in Academic Language.</td>
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<tr>
<td>- Provide opportunities and adequate time for students to practice what they have learned.</td>
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<tr>
<td>5. Student Engagement</td>
<td>( )</td>
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<td>( )</td>
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<tr>
<td>- Clearly communicate Instructional Objectives</td>
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<td></td>
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<tr>
<td>- Ensure participation of all students</td>
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<td></td>
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<tr>
<td>- Re-engage off-task behavior</td>
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<tr>
<td>- Ask questions which address a variety of levels of thinking. Teach students to respond to and frame meaningful questions.</td>
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<tr>
<td>- Motivate Students and Encourage Student Effort</td>
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<tr>
<td>6. Developmentally Appropriate Teaching Practice</td>
<td>( )</td>
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</tr>
<tr>
<td>- Design learning activities appropriate for the Developmental Level of students.</td>
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<tr>
<td>- Provide an emotional environment appropriate to the developmental needs of the students.</td>
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<tr>
<td>7. Teaching English Learners</td>
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<td>( )</td>
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<tr>
<td>- Use effective ELD/SDAIE strategies in whole class lessons</td>
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<tr>
<td>- Plan and deliver effective ELD instruction for those students requiring additional 30-45 minutes daily instruction.</td>
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<tr>
<td>- Provide comprehensible input, while extending students’ current level of development.</td>
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</tbody>
</table>

**Cite Specific Evidence or Examples from Instruction:**
Outstanding Strong Competent Weak Unsatisfactory

Planning Instruction and Designing Learning Experiences for Students:

8. Learning About Students
   Use formal and informal methods to gather information about students’ academic, social, and emotional development.

9. Instructional Planning
   - Establish clear short and long term goals for student learning.
   - Use a variety of specific teaching methods such as Direct Instruction and Inquiry to help students meet and exceed grade level expectations.
   - Sequence instruction so the content to be taught connects with preceding and subsequent content.
   - Select or adapt instructional strategies, grouping strategies, and instructional materials to meet student learning goals and needs.
   - Plan Differentiated Instruction to meet varied students’ needs.
   - Plan how to explain content clearly and make abstract concepts concrete and meaningful.
   - If support personnel, such as aides and volunteers, are available, plan how to use them to help students reach instructional goals.
   - Evidence of thoughtful and thorough preparation of lesson plans as well as having appropriate materials and resources selected and available.

Cite Specific Evidence or Examples from Instruction:

Creating and Maintaining Effective Environments for Student Learning:

10. Instructional Time
   - Allocate instructional time to maximize student achievement.
   - Establish routines and procedures and manage transitions to maximize instructional time.
   - Based on reflection and consultation, adjust use of instructional time to optimize the learning opportunities for all students.

11. Social Environment
   - Develop and maintain clear expectation for academic and social behavior.
   - Promote student effort and engagement and create a positive climate for learning.
   - Write and implement a student discipline plan.
   - Help students learn to work responsibly with others and independently.
   - Establish rapport with students and families through caring, respect, and fairness.
   - Respond appropriately to sensitive issues and classroom discussions.

Cite Specific Evidence or Examples from Instruction:

Developing as a Professional Educator

12. Professional, Legal, and Ethical Obligations
   - Take responsibility for student academic learning outcomes.
   - Dress neatly and professionally (See Dress Code in Student Teaching Handbook)
   - Display enthusiasm for teaching.
   - Modify behavior after constructive criticism.
   - Appropriately manage own professional time (including arrival & departure from school, planning & prep time, etc.).
   - Use correct English Grammar.
   - Demonstrate Professional Ethics and models ethical behavior for students.
   - Understand and honor professional obligations to protect privacy of students, families, and other school professionals.

13. Professional Growth
   - Evaluate own teaching practices and subject matter knowledge.
   - Improve own teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.
   - Use reflection and feedback to formulate and prioritize goals for increasing own subject matter knowledge and teaching effectiveness.

Cite Specific Evidence or Examples from Instruction:

Student’s signature indicates that student has had an opportunity to read and discuss this evaluation with master teacher and/or University supervisor. It does not necessarily indicate that student agrees with the evaluation
<table>
<thead>
<tr>
<th>Time/Subject(s):</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>RESPONSIBILITIES MATERIALS, ETC.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cooperating Teacher:</td>
</tr>
<tr>
<td>Time/Subject(s):</td>
<td></td>
<td></td>
<td></td>
<td>Teacher Candidate:</td>
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</tbody>
</table>

**Key**
*Denotes Lead Teacher
TC = Teacher Candidate
CT = Cooperating Teacher

Adapted from St. Cloud State University
Teacher Quality Enhancement Partnership Grant
<table>
<thead>
<tr>
<th>Time/Subject(s):</th>
<th>Thursday</th>
<th>Friday</th>
<th>Co-Teaching Strategies</th>
<th>Responsibilities Materials, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>One Teach, One Observe – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.</td>
<td>Cooperating Teacher:</td>
</tr>
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<td>One Teach, One Assist – One teacher has primary instructional responsibility while the other assists students’ with their work, monitors behaviors, or corrects assignments. Often lending a voice to students or groups who would hesitate to participate or add comments</td>
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<td>Station Teaching – the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.</td>
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<td></td>
<td>Parallel Teaching – Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</td>
<td>Teacher Candidate:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Supplemental – This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.</td>
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<tr>
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<td></td>
<td>Alternative (Differentiated) – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the instructional methodology is different.</td>
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<td>Team Teaching – Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</td>
<td></td>
</tr>
</tbody>
</table>

Code and highlight each lesson that includes Co-Teaching strategies, using the following key:

- One Teach, One Observe: OO
- Alternative Teaching: AT
- One Teach, One Assist: OA
- Supplemental Teaching: ST
- Station Teaching: ST
- Team Teaching: TT
- Parallel Teaching: PT

Key
*Denotes Lead Teacher
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25
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>RESPONSIBILITIES/MATERIALS, ETC.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time/Subject(s):</strong></td>
<td><strong>Science</strong></td>
<td></td>
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<tr>
<td></td>
<td>“TC - Count the rings of the “tree cookies. Divide into 4 groups to count/graph the rings on each sample”</td>
<td>“CT Review graphs from Mon. Ask student to share findings”</td>
<td><strong>Cooperating Teacher:</strong></td>
</tr>
<tr>
<td></td>
<td>CT - Observe interactions; participation etc.</td>
<td>TC Observe students’ roles…who took the lead, who said very little</td>
<td>• 12 “tree cookies”</td>
</tr>
<tr>
<td></td>
<td><strong>Time/Subject(s):</strong></td>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“CT - The Mitten by Jan Brett”</td>
<td>“CT Work with the group doing the Readers’ Theater for The Log”</td>
<td><strong>Teacher Candidate:</strong></td>
</tr>
<tr>
<td></td>
<td>Compare retelling of similar story, The Log</td>
<td>“CT Make predictions based on illustrations. Use books from previous author studies.”</td>
<td>• Foam pieces for pattern lesson</td>
</tr>
<tr>
<td></td>
<td>Create a Venn Diagram</td>
<td>“TC Do Partner read aloud”</td>
<td>• 4 hula hoops from the gym for ind. group activity</td>
</tr>
<tr>
<td></td>
<td><strong>Code and highlight each lesson that includes Co-Teaching strategies, using the following key:</strong></td>
<td></td>
<td>• Jan Brett collection of books</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Print scripts for The Log and The Mitten</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Candidate Name:</strong></td>
<td><strong>Date:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Date:</strong></td>
<td><strong>Week:</strong></td>
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</tbody>
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**Key**

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<table>
<thead>
<tr>
<th>Time/Subject(s):</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>CO-TEACHING STRATEGIES</th>
<th>RESPONSIBILITIES MATERIALS, ETC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>TC Planting tree seeds. Use Pella Tree Kit</td>
<td>CT Guided Writing Assignment – LEA Strategy</td>
<td><strong>One Teach, One Observe</strong> – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles. <strong>One Teach, One Assist</strong> – One teacher has primary instructional responsibility while the other assists students’ with their work, monitors behaviors, or corrects assignments. Often lending a voice to students or groups who would hesitate to participate or add comments. <strong>Station Teaching</strong> – the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.</td>
<td>Cooperating Teacher:</td>
</tr>
<tr>
<td></td>
<td>NCT</td>
<td>NCT</td>
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<tr>
<td>Reading</td>
<td>Do a shared reading of both scripts for Readers Theater: CT: The Mitten TC: The Log</td>
<td><em>CT Administer reading assessment who class</em>* TC Read assessment to students with special needs (small groups)</td>
<td><strong>Teacher Candidate:</strong></td>
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<tr>
<td></td>
<td>TT</td>
<td>SPT</td>
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<td>Time/Subject(s):</td>
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</tbody>
</table>

Key:  
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### Co-Teaching Evidence Collection

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Clearly Evident (3)</th>
<th>Somewhat Evident (2)</th>
<th>Not Evident (1)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both teachers are present all times during the lesson.</td>
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<tr>
<td>Preplanned Co-Teaching strategies were observed in a well thought out lesson.</td>
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<tr>
<td>Both teachers are actively involved with students.</td>
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<tr>
<td>Each teaching role enhances student learning.</td>
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<tr>
<td>Each teaching role is evident throughout the lesson.</td>
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<tr>
<td>Both teaching voices are heard during the lesson.</td>
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<tr>
<td>Both teachers are moving about the room.</td>
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<tr>
<td>Collaborative Language is used by both teachers (we, us, our).</td>
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<td>There is positive teacher/teacher rapport.</td>
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<tr>
<td>Classroom has a collaborative and community feel.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-Teaching Strategy Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teach/One Observe</td>
</tr>
<tr>
<td>One Teach/One Assist</td>
</tr>
<tr>
<td>Parallel Teaching</td>
</tr>
<tr>
<td>Team Teaching</td>
</tr>
</tbody>
</table>

Strengths/Needs:

<table>
<thead>
<tr>
<th>Antelope Valley Campus: Turn into Rhonda Conte with evaluations at the end of the quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bakersfield Campus: Turn into Jayme Barton with evaluations at the end of the quarter</td>
</tr>
</tbody>
</table>

Contact:
Bree Gage 661.654.3232 or bgage1@csub.edu
Rhonda Conte 661.952.5036 or rconte@csub.edu
# CSUB Standards Based Lesson Plan Template

<table>
<thead>
<tr>
<th>Descriptive Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
</tr>
<tr>
<td><strong>Candidate Name:</strong></td>
</tr>
<tr>
<td><strong>Content Area/Subject:</strong></td>
</tr>
<tr>
<td><strong>Grade/Period:</strong></td>
</tr>
</tbody>
</table>

| **Lesson Goals/Objectives:** |

| **Description of Unit and Lesson’s place in the unit:** |

| **Essential Questions:** |

| **Assessments (formative and/or summative):** |

| **Progress Monitoring (checking for understanding during instruction):** |

| **Materials (include: technology and all resources):** |

| **Essential Vocabulary:** |

| **Differentiation (Adaptations/Accommodations, Higher Order Thinking Skills, Content/Process/Product):** |

## Implementation

**Instructional Strategies/Procedures/Student Activities and Grouping:**

## Reflection and Lesson Evaluation

**Reflection:**
Description of Elements

Standards and Learning Goals/Objectives:
Selected standards are clearly aligned with stated learning goals (Common Core, NextGen Science, Content Area, ELD). Learning goals are aligned with planned assessments and are in student friendly, measurable language. What specifically do you expect your students to know or be able to do at the end of this lesson?

Essential Questions:
Essential questions align learning with critical thinking, inquiry and problem solving for both the teacher and student. Appropriately crafted essential questions require students to create new understandings through putting together information for themselves. Essential questions are inquiry based, reinforce higher order thinking and are divergent allowing for multiple ideas and interpretations.

Assessment:
Include plans for formative assessment (informal and formal) and summative assessments. How will you determine what the students know and what you need to reteach? What evidence will you collect during and or at the end of the lesson to demonstrate the extent in which the students have made progress toward the academic learning goals? How will you differentiate the assessment process, product or environment for students and why? How will you & your students know if they have successfully met the outcomes? What does success on this lesson’s outcomes look like? How will you check for understanding and encourage active participation during implementation?

Differentiation:
Take into account English Language Development, student learning styles, SDAIE strategies, Differentiation, Higher Order Thinking Skills, Bloom’s Taxonomy and Multiple Intelligences throughout the implementation section of the lesson plan. What specific accommodations or modifications will you make for your ELL, GATE or identified special needs students (explain your decisions)? How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.

Vocabulary, Procedures, Strategies and Activities:
What format will you use: constructive, direct instruction, inquiry, cooperative learning, … What learning experiences will students engage in and how will you use these learning experiences or their student products as formative assessment opportunities? What prerequisite skills do the students need to be successful, how will you link this lesson to previous learning? What will you do to state the lesson objective and set the tone for learning?

What is your plan for modeling and teaching this lesson? What specific strategies and methods will you use? What student activities will you use? What student grouping (if any) will you use? What will you do to guide student practice during this portion of the lesson? How do you plan to supervise students during guided practice? What student activities will you use?

How will you review the lesson objective(s) with all students prior to end of lesson or release to independent practice? What will students do to reflect on the lesson objectives and demonstrate they are ready for independent practice? What will students do during this portion of the lesson? What will you do? What student activities will you use?

Reflection: (select questions to answer if lesson is taught to students)
Did you teach the lesson as planned? If not, what changes did you make? To what extent did the whole class meet the stated learning goals? In what way was your lesson effective? What could you improve upon after teaching this lesson? Describe what the students were doing while you were teaching: were they listening, on task, involved? Describe the management required to successfully complete this lesson. How effective were the assessment strategies? What would make the assessment more aligned or accurate for student learning of the content goals? What will you do for the student(s) who did not achieve the academic learning goals? How did this lesson support 21st Century Skills? How did this lesson reflect academic rigor? How did this lesson cognitively engage students? How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?
## Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not There Yet 0</th>
<th>Getting There 1</th>
<th>There! 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Objectives</td>
<td>Plan does not include standards and objectives. Standards and objectives are not connected to instructional plan.</td>
<td>Plan includes a list of standards and objectives. Standards and objectives are connected to plan.</td>
<td>Plan includes a standards and objectives and a rationale for integrating technology into the lesson plan. Standards and objectives are clearly connected to plan.</td>
</tr>
<tr>
<td>Student Assessment: Formative and Summative (checking for comprehension)</td>
<td>Plan does not include student assessment.</td>
<td>Plan includes a list of the types of student assessment available within the lesson.</td>
<td>Plan includes a discussion and copies of the authentic assessments and reasons for selection for this lesson. Assessments directly relate to the standards and objectives and are clearly written in student friendly language.</td>
</tr>
<tr>
<td>Vocabulary, Procedures, Strategies and Activities, Differentiation (set, input, modeling, practice, closure, independent practice)</td>
<td>The lesson procedures are incomplete or missing. The teacher's role is often unclear. Teacher would need to do significant work to actually use the lesson. Plan does not include differentiation or differentiation is not aligned with learning goals</td>
<td>The lesson procedures are complete, but lack details in adapting for students with special needs or learning style preferences. It does not acknowledge potential challenges in implementing the lesson.</td>
<td>The lesson procedures are clear, detailed and adaptable. It offers extensions for more motivated learners and/or adaptations for students with special needs or learning style preferences. It identifies potential challenges inherent to the lesson and suggests alternative instructional strategies.</td>
</tr>
<tr>
<td>Materials, Preparation and Resources</td>
<td>Plan does not include materials or available technology resources.</td>
<td>Plan includes a list of available materials and technology resources.</td>
<td>Plan includes a list of available materials and technology resources. Materials and technology are clearly integrated into the lesson to increase student access to the learning goals.</td>
</tr>
<tr>
<td>Elements</td>
<td>Not There Yet</td>
<td>Getting There</td>
<td>There!</td>
</tr>
<tr>
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</tr>
<tr>
<td>Organization</td>
<td>Many grammatical, spelling, and punctuation errors which do not affect the reading of the plan. Organizational errors affect the reading, but readability is not impacted.</td>
<td>Some grammatical, spelling, and punctuation errors. Organizational errors which do not affect readability.</td>
<td>No grammatical, spelling, or punctuation errors. Organized and easily readable.</td>
</tr>
<tr>
<td>Mechanics and Organization</td>
<td>Many grammatical, spelling, and punctuation errors which affect the reading of the plan. Not well organized and is difficult to read.</td>
<td>Some grammatical, spelling, and punctuation errors. Organization and structure of the text is not ideal but not too difficult.</td>
<td>No grammatical, spelling, or punctuation errors. Organized and easily readable.</td>
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</table>

### Elements of Rigor

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<td>No grammatical, spelling, or punctuation errors. Organized and easily readable.</td>
</tr>
<tr>
<td>Revised Bloom’s Taxonomy</td>
<td>Webb’s DOK Level 1</td>
<td>Webb’s DOK Level 2</td>
<td>Webb’s DOK Level 3</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Remember</strong></td>
<td><strong>Recall &amp; Reproduction</strong></td>
<td><strong>Skills &amp; Concepts</strong></td>
<td><strong>Strategic Thinking/Reasoning</strong></td>
</tr>
<tr>
<td>Retrieve knowledge from long-term memory, recognize, recall, locate, identify</td>
<td>- Recall, observe, &amp; recognize facts, principles, properties</td>
<td>- Specify and explain relationships (e.g., non-examples/examples, cause-effect)</td>
<td>- Use concepts to solve non-routine problems</td>
</tr>
<tr>
<td>Understand</td>
<td>Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models</td>
<td>- Evaluate an expression</td>
<td>- Explain, generalize, or connect ideas using supporting evidence</td>
</tr>
<tr>
<td>Apply</td>
<td>Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task</td>
<td>- Follow simple procedures (recipe-type directions)</td>
<td>- Select a procedure according to criteria and perform it</td>
</tr>
<tr>
<td>Analyze</td>
<td>Break into constituent parts, determine how parts relate, differentiate between relevant-relevant, distinguish, focus, select, organize. outline, find coherence, deconstruct</td>
<td>- Retrieve information from a table or graph to answer a question</td>
<td>- Compare information within or across data sets or texts</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique</td>
<td>- Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram)</td>
<td>- Categorize, classify materials, data, figures based on characteristics</td>
</tr>
<tr>
<td>Create</td>
<td>Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce</td>
<td>- Identify a pattern/trend</td>
<td>- Organize or order data</td>
</tr>
<tr>
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<td>- Compare/contrast figures or data</td>
</tr>
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<td>- Select appropriate graph and organize &amp; display data</td>
</tr>
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<td></td>
<td>- Interpret data from a simple graph</td>
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<td>- Extend a pattern</td>
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CSUB School of Social Sciences and Education

Diversity Policy
The School of Social Sciences and Education places teacher candidates seeking teacher certification in school sites within our service area. In alignment with The Commission on Teacher Credentialing Standards and California Title 5, these candidates are asked to complete fieldwork and student teaching experiences which include at least one placement with high needs/diverse student populations (e.g. socioeconomic status, English language proficiency, gender, sexual orientation, and disabilities). During fieldwork, students will systematically integrate culturally responsive pedagogical practices in their coursework and field experiences.

Practices
School selection is based upon service area district demographics to ensure diverse placements during each program. Cooperating Teachers, Site Supervisors and/or University Supervisors evaluate candidate alignment with diversity procedures and expectations. Candidates reflect about how diversity influences their work with students. Records of placements and evaluations are maintained by the programs.

CSUB Candidates will:

- Learn about students in their fieldwork in order to understand represented cultures.
- Be mindful and respectful of the issues that diverse populations present.
- Recognize that students may be brought up in cultures which have different beliefs from one another and which may be different from your own.
- Acknowledge student differences as well as commonalities and celebrate the differences and commonalities.
- Validate students’ cultural identity in classroom practices and instructional materials.
- Educate students about the diversity of the world around them encourage students to respect each other and celebrate their diverse backgrounds.
- Promote equity and mutual respect by monitoring what types of behaviors and communication styles are rewarded and praised in the classroom.
- Examine personal attitudes that might reflect prejudices or bias.
- Tap into the resources of the community when possible by participating in community events and fostering positive relationships that help create an atmosphere of trust and acceptance for all students and their families.

Procedures
Before beginning a fieldwork experience, the Candidate will:

- Consult the district’s school report card. This will provide valuable information about the demographic make-up of the school population as well as other important information about the district.
  http://www.cde.ca.gov/ta/ac/sa/
- Consult the school district’s website to obtain more specific information about the school and the district.
- Visit the school/take a tour of the community before beginning fieldwork.

When working at the school, the Candidate will engage in the following practices:

- Talk with a school administrator or guidance counselor about the demographic make-up of the school.
- Discuss with the Cooperating Teacher, Site Administrator, Site Supervisor and/or University Supervisor how the diversity of the student population in the school impacts planning and teaching.
- Discuss best practices for working with diverse populations with colleagues.
**Candidate Improvement Plan**  
*Department of Teacher Education*  
*California State University, Bakersfield*

The CSUB Credential Programs provide opportunities for candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help candidate develop these competencies. If a candidate is not developing competencies required for recommendation for a credential, it may be necessary to take corrective action(s) as dictated by departmental and institutional policies, CSU Executive Orders, and CTC guidelines. If the corrective action does not lead to the necessary competence, it may be necessary to dismiss the candidate from the credential program after the due process is exhausted.

Although cases may vary, the following general departmental due process will be implemented as outlined below:

**Step 1: Improvement Plan**  
A university supervisor, faculty member, or coordinator completes the [Credential Candidate Improvement Plan](#) and requests approval from the Credential Program Director. The Program Director meets with the Credential Candidate to review the areas of concern and to establish specific steps for improvement. This improvement plan is provided to the candidate (and other involved parties) in writing.

**Step 2: Decision to Dismiss**  
If the candidate does not meet the stipulations in the improvement plan and continuation in the program is not recommended, a committee of faculty members including the Program Director may decide to dismiss the candidate from the program.

**Step 3: Grievance Process**  
If the candidate would like to appeal the decision, he or she may send a written request to the Teacher Education Department Appeals Committee, which includes faculty members, the Program Director, and the Department Chair. The Appeals Committee will meet with all involved parties and inform the candidate of the final decision in writing.
Credential Candidate Improvement Plan Form

Credential Candidate: ____________________ Quarter/Year: ______ Date: ____________

University Supervisor/Instructor/Coordinator: _______________________________________

Area(s) of Concern (Please list specific areas of concern with TPE and/or Disposition):
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Specific Improvement Actions with timeline for completion:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Once signed, please provide copies to the candidate, Program Director, and Program Evaluator (for candidate’s file).

Credential Candidate: __________________________ Date: ____________

Supervisor/Instructor: __________________________ Date: ____________

Decision:

_____ Improvement Plan met

_____ Candidate has demonstrated growth and has additional time to further improve. Please indicate the amount of time allotted for this: __________________________

_____ Candidate is removed from the program

Program Director Signature: __________________________ Date: ____________


